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CHILD HEALTH PROGRAM  
for  
PARENT-TEACHER  
ASSOCIATIONS  
and  
WOMEN'S CLUBS

By *Charles Wood Johnson*

LC

U. S. DEPARTMENT OF EDUCATION

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

1917

U. S. GOVERNMENT

# HEALTH! STRENGTH! JOY!



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# CHILD HEALTH PROGRAM.

THE following material has been prepared to answer a country-wide demand. Parent-teacher associations and women's clubs have felt the need of definite study along the lines of child health, in order to guide adequately the health program of their own schools.

A local group can undertake the study of all or part of this wide field of work, giving one meeting to each topic. It is suggested, however, that all groups give an initial meeting to the consideration of "Teaching health in our schools," as the other special topics of the program are considered from this particular viewpoint. The meetings should take the form of conferences rather than lectures, the leaders preparing themselves by means of the special bibliography outlined.

A special topic is devoted to methods of publicity and organization that have been found effective in awakening the interest of communities and public officials.

## 1. *Teaching Health in our Schools.*

All women are potential mothers. In every community a large proportion of women are mothers of school children, or mothers of children who soon will be school children, or mothers of yesterday's school children. The women who do not fall within these three groups are the spiritual mothers—women who are doubly responsible for all children.

To all women to-day we give this challenge: What are you doing to bring "health, strength, and joy" to every child in your community?

It is suggested that the following local facts be presented at this initial health meeting:

Do your school children have only bread and coffee for breakfast?

Is 10 to 11 o'clock the average bed hour for your school children?

Is chronic constipation common to your school children?

Have you scales in your school?

Are your children weighed and measured monthly?

Do your schools train children in essential health habits?

Do you have health examinations in your schools?

Do you have a school nurse service?

What per cent of your children have remediable defects?

What per cent of these defects are corrected?



### Children Love Cho-Cho.

A popular method of health teaching adopted by the Child Health Organization.  
(Courtesy of the Child Health Organization of America.)

*Bibliography: Teaching health in our schools.*

| Title.                             | Author.                     | Purpose.  | Number of pages.              | Price.                                       | Publisher.   |
|------------------------------------|-----------------------------|---|-------------------------------|--|--|
| Wanted: Teachers for Child Health. | Lucy Oppen.                 | Appeal to teachers to help American school children play the new "game of health."                              | 7                             | 5 cents first copy; 1 cent each additional.  | Superintendent of Documents, Washington, D. C. (Government Printing Office). |
| Teaching Health.                   | Lucy Oppen.                 | Gives methods of teaching health as actually worked out by classroom teacher.                                   | 16                            | 5 cents first copy; 2 cents each additional. | Superintendent of Documents, Washington, D. C. (Government Printing Office). |
| What is Malnutrition?              | Lydia Roberts.              | Excellent presentation of causes and treatment, for laymen.   | 20                            | Free.  | Children's Bureau, Washington, D. C.   |
| Cho-Cho and the Health Fairy.      | Eleanor Glendower Griffith. | Delightful fairy stories.   | 50                            | 10 cents.                                    | Child Health Organization, 156 Fifth Avenue, New York City.                  |
| Healthy Living.                    | C. E. A. Winslow, M. D.     | Vol. I. How children can grow strong for their country's service.<br>Vol. II. The body and how to keep it well. | Vol. I, 234.<br>Vol. II, 385. | \$1.24.                                      | Merrill.   |
| Child Health Alphabet.             | Mrs. Frederick Peterson.    | Rhymes and pictures giving health habits.   | 32                            | 6 cents.                                     | Child Health Organization, 156 Fifth Avenue, New York City.                  |
| The Milk Fairies.                  | Mrs. Jennie McCrillis.      | Health play suitable for either semiprofessional or amateur presentation.                                       | 11                            | 10 cents.                                    | Mrs. Jennie McCrillis, 51 Cornhill, Boston, Mass.                            |



**The Picture Man.**

A clever cartoonist. Schools are glad to pay the fee plus living and traveling expenses to secure the services of these clever new teachers.

(Courtesy of the Child Health Organization.)

## *2. School Lunches.*

**T**HE propaganda for hot school lunches is an essential part of every local health drive. It offers a popular and dramatic community approach to the whole problem of health in our schools. The children themselves can be taught food facts and trained in right food habits through eating a hot school lunch.

It is suggested that the following local facts be presented at this meeting:

Do some children fail to go home to the noonday meal?

What do these children eat in place of the home meal?

Does the noon recess give sufficient time for children to go home for lunch?

Do the homes provide an adequate lunch?

Do a considerable number of mothers go out to work, and are thus unable to prepare lunch for their children?

*Bibliography: School lunches.*

| Title.                                    | Author.                | Purpose.   | Number of pages. | Price.                                       | Publisher.   |
|---|------------------------|--|------------------|--|--|
| Diet for the School Child.                | Lucy H. Gillett.       | Excellent presentation of nutritional needs of school children, with a week's sample diet for both winter and summer.  | 14               | 5 cents; first copy 2 cents each additional. | Superintendent of Documents, Washington, D. C. (Government Printing Office).                         |
| The Demonstration and Its Application.    | Lucy Wood Collier.     | Description of a school lunch experiment carried out chiefly for its news value for a newspaper campaign to arouse interest in school lunches.                                       | 15               | 10 cents.                                    | Child Health Organization, 156 Fifth Avenue, New York City.  |
| School Feeding.                           | Louise Stevens Bryant. | History of this movement in all countries, establishing the fact that school lunches were a recognized part of the school system in France and Germany as far back as 1790 and 1883. | 345              | \$1.50                                       | Lippincott, 1913.  |
| The Rural School Lunch.                   | Nellie Farnsworth.     | Gives practical directions for preparing and serving, together with equipment and menus.   | 42               | 25 cents.                                    | Webb Pub. Co., St. Paul, Minn.   |
| Feeding the Family.                       | Mary S. Rose.          | Handbook for laymen giving menus and nutritional requirements for all ages in light of latest scientific studies.  | 449              | \$2.10                                       | Macmillan, 1916.   |
| Everyday Foods in War Time.               | Mary S. Rose.          | Shows how nutritional needs of all age groups can be met from point of view of economy and conservation.   | 117              | 80 cents.                                    | Macmillan.   |
| Newer Knowledge of Nutrition.             | E. V. McCollum.        | Gives results of laboratory research on nutritional value of certain foods.  | 199              | \$1.50                                       | Macmillan, 1918.   |
| Institution Recipes.                      | Emma Smedley.          | Prepared especially for directors of school lunches.   | 324              | \$3  | Emma Smedley, 6 East Front St. Media, Pa.  |
| Practical Suggestions for School Lunches. |                        |  |                  | Free.  | Maine Department of Agriculture.   |
| Hot School Lunches for Rural Schools.     | Bertha Barber.         | Practical suggestions for equipment, serving, and menus.   | 32               | Free.  | Bureau of dietitian service, American Red Cross, Minneapolis, Minn.                                  |
| The School Lunch.                         | Emma Smedley.          | Written by the director of the Philadelphia School Lunches—one of the most successful services in the country.   |                  | In press.                                    | Emma Smedley, 6 East Front Street, Media, Pa.  |
| The School Lunch.                         | Geraldine Hadley.      | Excellent for rural schools.   | 8                | Free.  | Extension Bulletin No. 72, Purdue University, department of agricultural extension, La Fayette, Ind. |



### 3. Nutritional Classes.

IN every public school a considerable group of children are suffering from malnutrition; that is, they are 10 per cent or more underweight.

The group comprises from 12 to 60 per cent of the average school population. The nutritional class is a method of giving these children individual supervision and training.

The following bibliography gives exhaustive theories and practices underlying the successful establishment of the nutritional clinic. It is only necessary to emphasize here the abilities essential to a successful leader of such work.

No one should attempt to conduct a nutritional class who does not love and understand children. To this temperamental gift add as much medical, nursing, and dietetic knowledge as possible. A grade teacher or domestic-science teacher, however, with training in the elements of hygiene and nutrition, can successfully organize and conduct this work, devoting one hour a week to a group of 40 children.

Before holding this conference, it is suggested that the children of one class, or, better yet, of the whole school, be weighed and measured in order to give some data concerning the local need of nutritional classes.

All children who are sufficiently below normal weight to be regarded as subjects of malnutrition, and also all children who do not make the normal gain in weight, should be given a complete medical examination to determine whether the cause is a disease which is developing, the existence of some defect which interferes with growth, or simply failure to understand and obey the rules of health.

#### *Bibliography: Nutritional classes.*

| Title.   | Author.                     | Purpose.   | Num-ber of pages. | Price.    | Publisher.   |
|--|-----------------------------|--|-------------------|-----------|--|
| How to Conduct a Nutrition Class.  | Charles Hendee Smith, M. D. | Of interest to physicians, nurses, and social workers.   | 10                | 11 cents. | Child Health Organization, 156 Fifth Avenue, New York City.              |
| Nutrition Clinics and Classes.   | Frank A. Manny.             | Experiment giving medical and health principles underlying the organization of a nutrition class.    |                   |           | Nutrition Clinics for Delicate Children, 44 Dwight Street, Boston, Mass. |
| Class Methods in Dietetic and Hygienic Treatment of Delicate Children in Pediatrics. | W. R. P. Emerson, M. D.     | Author founded the first American nutrition class in Boston.   |                   |           | Nutrition Clinics for Delicate Children, 44 Dwight Street, Boston, Mass. |
| Standardized Physical Examination.   | W. R. P. Emerson, M. D.     | Should be read by physicians, nurses, and social workers interested in conducting nutrition classes. | 4                 | 10 cents. | Nutrition Clinics for Delicate Children, 44 Dwight Street, Boston, Mass. |

#### 4. *Correction of Physical Defects.*

A GREAT deal of time and money is being spent on the detection of physical defects, through our system of school medical and nursing service. Few communities, however, have met the problem of correcting the physical defects of school children. It is estimated that 75 per cent or 16,000,000 school children in the United States are suffering from one or more physical defects. Most of these defects are remediable, and yet they are not remedied.

What usually happens is this: The school doctor reports to the nurse that the child needs dental work, glasses, or removal of tonsils or adenoids, these three being the chief physical defects. It is the business of the school nurse to report defects to the family, and to cooperate in securing their correction. By this method only a small percentage of defects are corrected, mainly because we have not enough free and low-priced clinics to do the work in our large cities. In our rural districts, and even in the small towns, many families can not afford the cost of a private dentist, oculist, or doctor.

Private organizations have tried to point the way for city and State action by opening dental and other clinics. The State board of health, in North Carolina, has gone so far as to establish traveling clinics and traveling specialists for the removal of adenoids and tonsils. Temporary provision is made in each locality for a dentist's office and for an improvised hospital providing cots and nursing care for the first 24 or 48 hours after the tonsil-adenoid operation. In other localities schoolhouses have been used for this purpose, and the Red Cross and Anti-Tuberculosis Associations have met the expense.



The hot school lunch can be used to train children in health habits.  
(Courtesy of the People's Institute, N. Y.)



The right kind of school lunch protects our children from the street vendor and the corner grocery.  
(Courtesy of the People's Institute, N. Y.)

### *Suggestions for Practical Work.*

Find out from your school board or board of health what per cent of the physical defects of your children are corrected. Schools without medical school inspection can at least detect malnutrition by the use of the scales.

What free or low-priced medical service is provided by either your board of education, board of health, city hospital, or other agency? What dental work is provided? What service for removal of tonsils and adenoids?

The importance of other clinical service may be gathered from the following:

About 1 per cent—200,000—of the 22,000,000 school children in the United States are mentally defective.

Over 1 per cent—250,000 at least—are handicapped by organic heart disease.

At least 5 per cent—1,000,000 children—have now or have had tuberculosis, a danger often to others as well as to themselves.

Five per cent—1,000,000 of them—have defective hearing, which unrecognized gives many the undeserved reputation of being mentally defective.

Twenty-five per cent—5,000,000 of these school children—have defective eyes. All but a small percentage of these can be corrected, and yet a majority of them have received no attention.

Fifteen to 25 per cent—3,000,000 to 5,000,000 of them—are suffering from malnutrition, and poverty is not the most important cause of this serious barrier to healthy development.

From 15 to 25 per cent—3,000,000 to 5,000,000—have adenoids, diseased tonsils, or other glandular defects.

From 10 to 20 per cent—2,000,000 to 4,000,000—have weak foot arches, weak spines, or other joint defects.

From 50 to 75 per cent—11,000,000 to 16,000,000 of our school children—have defective teeth, and all defective teeth are more or less injurious to health. Some of these defective teeth are deadly menaces to their owners.

Seventy-five per cent—16,000,000 of the school children of the United States—have physical defects which are potentially or actually detrimental to health. Most of these defects are remediable. ["War's Emphasis on Health Education." Thos. D. Wood, M. D.]

*Bibliography: Correction of physical defects.*

| Title.   | Author.                       | Purpose.   | Number of pages. | Price.    | Publisher.  |
|--|-------------------------------|--|------------------|-----------|---|
| Standardized Physical Examinations.                          | W. R. P. Emerson, M. D.       | Should be read by all interested in school health examinations.  | Vol. 35, p. 411. | 10 cents. | Archives of Pediatrics, Vol. 35, 1918.                            |
| Health and Medical Inspection of School Children.            | W. S. Cornell.                | Comprehensive and practical.   | 614              | \$3.00    | Davis, Phila., Pa.  |
| Medical Inspection of Schools.                               | L. H. Gulick and L. P. Ayres. | Authoritative survey and history of medical school inspection in all countries.                                | 224              | \$1.50    | Russell Sage Foundation, 130 East Twenty-second Street, New York. |
| School Health Administration.                                | L. W. Rapeer.                 | Compilation of articles written by 25 or more American authorities. A very satisfactory source of information. | 360              | \$2.15    | Teachers College, Columbia University.                            |
| Free Dental Clinics in North Carolina. Special Bul. No. 163. |                               |  | 32               | Free.     | North Carolina State Board of Health, Raleigh.                    |
| Systemic Infection.  | D. D. Smith.                  |  | 19               | Free.     | Reprint, Philadelphia County Medical Society.                     |
| Child's Book of the Teeth.                                   | A. W. Ferguson.               | Popular with children—well illustrated.  | 63               | 48 cents. | World Book Co., Yonkers, N. Y.                                    |
| Dental Hygiene for the Pupils of Public Schools.             | S. A. Knopf.                  |  | 6                | Free.     | City Club of New York.  |

## 5. Recreation.

**D**ESPITE the wide-spread interest and enthusiasm in physical culture in America to-day, the majority of our children are without opportunities for vigorous out-of-door physical exercise. The playground movement has done its part, but with the exception of a very few cities children are not given opportunity after school to take part in vigorous group games and sports.

Physical exercises, no matter how skilfully devised, taken for a few minutes each day or for stated periods a week can not give the full physical development. All the breathing exercises, all the posture work in the world, can not do as much for the circulation and the lungs as a vigorous athletic game, or cross-country walk.

The children need this out-of-door activity emotionally as well as physically. At the present time the majority of our children literally loaf about the streets when school is dismissed. Country districts are as much in need of this opportunity for organized play as are the cities. After-school athletic leagues, providing baseball, basketball, etc., are partly meeting this need. Girl Scout and Boy Scout movements have also done much, but the school, with an all-day program, as worked out by some of our private schools, really solves the problem. Here children can hike or play out of doors in groups, for two or three hours every afternoon.

Communities should not leave it to chance that children are taught out-of-door sports, such as swimming, skating, hiking, etc. Every opportunity for out-of-door activities should be fully utilized.

In order to find out the recreational needs of the children in your community, it is suggested that the following data be gathered before the meeting for discussion:

How do your boys and girls spend the afternoons of school days?

How do your boys and girls spend their Saturdays?

How do your boys and girls spend their Sundays?

How far does the playground, Boy Scout, Girl Scout, Camp Fire, Y. M. C. A., and Y. W. C. A. meet this problem in your own community?



#### **Candidates For Health.**

This baby is a weekly visitor to the baby health station. His brothers need a nutrition clinic to help them develop strong bodies.

(Courtesy of the Children's Playground Association, Baltimore.)

*Bibliography: Recreation.*

| Title.   | Author.                                 | Purpose.   | Number of pages. | Price.    | Publisher.   |
|--|---|--|------------------|-----------|--|
| (Athletics.)<br>Handbook of Athletic Games.                                | J. H. Bancroft, and W. D. Pulvermacher. | Handbook of 15 major ball games, track and field athletics, and rowing races.  | 627              | \$1.50    | Macmillan, 1916.                                     |
| Girls and Athletics.   | M. C. Morgan.                           |  |                  |           |  |
| The Teaching of Elementary School Gymnastics.                              | W. P. Bowen.                            |  | 119              | \$1.00    | F. A. Bassette Co., German Bldg., Springfield, Mass. |
| (Singing games.)<br>Games for the playground, home, school, and gymnasium. | J. H. Bancroft.                         |  | 456              | \$2.00    | Macmillan, 1915.                                     |
| Folk Dances and Singing Games.   | Elizabeth Burchenal.                    | Twenty-six folk dances with music, directions for performance, and numerous illustrations.                               | 2 vols.          | \$1.50    | G. Schirmer, New York.                               |
| The Rhythms of Childhood.  | Crawford and Fagg.                      |  | 84               | \$2.20    | A. S. Barnes Co., New York.                          |
| Dramatic Games and Dances for Little Children.                             | Caroline Crawford.                      |  | 77               | \$1.50    | A. S. Barnes Co., New York.                          |
| Children's Singing Games—Old and New.                                      | Marie Ruef Hofer.                       |  | 42               | 50 cents. | A. Flanagan Co., Chicago.                            |
| (Dancing.)<br>American Country Dances.                                     | Elizabeth Burchenal.                    |  | 77               | \$2.50    | G. Schirmer, New York.                               |
| Folk Dance Music.  | Burchenal and C. W. Crampton.           | Collection of 76 characteristic dances.  | 54               | \$1.50    | G. Schirmer, New York.                               |
| Popular Folk Games and Dances.   | Marie Ruef Hofer.                       |  | 59               | 75 cents. | A. Flanagan Co., Chicago, Ill.                       |
| The Healthful Art of Dancing.  | L. H. Gullick.                          |  | 273              | \$1.40    | Doubleday, Page & Co.                                |
| (Play and playgrounds.)<br>Play in Education.                              | Joseph Lee.                             | Considers place of play in 5 successive periods of child life. Of value to parents, teachers, and municipal authorities. | 500              | \$1.50    | Macmillan, 1915.                                     |

## 6. Our Teachers' Health.

OUR teachers are as deeply in need of health teaching as our children. As with the children, the health problem is not solved by mere instruction in the "Rules of health." Communities should give their teachers inspiration and practical help in both attaining and maintaining the utmost physical vigor and efficiency.

Teachers as well as children eat inadequate breakfasts and lunches. There is a crying need for a teachers' hot school lunch and adequate rest rooms. The time will come when communities will demand that teachers as well as children be provided with cots or steamer chairs for a noon siesta.

Teachers as well as children are in need of organized play and recreation. Normal schools throughout the country are beginning to recognize this need, and are making an effort to give their students "out-of-door-mindedness," which means loving and making use of the great out-of-doors.

Communities can help the teachers by providing for out-of-door sports, week-end camps and hikes, rowing, canoeing, etc.

Rural communities have to face the problem of providing adequate board and lodging, not to speak of home atmosphere for their teachers, often very young girls. When we realize that 80 per cent of the teachers in these country schools have only passed through the eighth grade, we can better understand the rural problem. The teachers boarding out in local homes are often obliged to live without the barest comforts of life. A large proportion are malnourished, because their food is insufficient, badly chosen, and badly cooked.



**No More Dread of the Dentist.**

Communities must supply adequate service for the correction as well as the detection of physical defects.  
(Courtesy Hudson Guild, N. Y.)

Some communities are building cottages adjacent to schoolhouses which serve both as community centers and as actual homes where the teachers can do their own housekeeping. In small towns where the teachers come from a distance and even in our cities, communities should provide both homes and social life for their teachers.

Precious time can be saved by making health teaching a vital part of normal-school work. The State normal school at Trenton, N. J., has been made a health-demonstration center by the United States Bureau of Education. Last spring an entire week was given over to health contests, exhibits, and lectures. The student body was divided into committees to prepare the lectures and exhibits of the following departments: (1) Biological department (personal health); (2) History department (public health, Federal, State, and municipal action); (3) Domestic science (nutrition, hot school

lunches); (4) Department of school management (school hygiene, equipment, and ventilation).

Communities should give their teachers a thorough physical examination every year. The best treatment of specialists for the correction of all physical defects, such as eye strain, decayed teeth, etc., should be made available at prices commensurate with teachers' salaries. It ought to be possible to refuse advancement to a teacher with uncorrected physical defects.

How can the teachers of the country lead the children in this great new "game of health" if they can not themselves to some degree embody health, strength, and joy?

It is suggested that the following data be gathered and presented at this conference:

Do your teachers live at home or in boarding houses?

What is the average breakfast eaten by teachers? What is the average lunch?

Is there any provision in your school for hot lunches for teachers?

Are there adequate toilet and lavatory facilities? Is there a rest room?

What are the salaries of your teachers, and are these salaries adequate for healthful living in your community?

Does your school board regulate and secure annual physical examinations of your teachers?

Does your community make arrangements with your local clinics, hospitals, or specialists for your teachers to receive medical care at special rates?

What opportunities do your teachers have for out-of-door recreation?

What opportunities for wholesome social life?



**The Road to Happiness.**

Hikes for teachers make for better classroom teaching.  
(Courtesy Vacation Association, Inc.)



*Bibliography: Our teachers' health.*

| Title.              | Author.                       | Purpose.   | Number of pages. | Price.    | Publisher.   |
|---------------------|-------------------------------|--|------------------|-----------|--|
| Teachers' Health.   | L. M. Toman.                  | Practical handbook.  | 136              | 60 cents. | Houghton Mifflin, 1913.  |
| How to Live.        | Irving Fisher and E. L. Fisk. | Personal and social action necessary to secure and maintain individual health. | 345              | \$1.00    | Funk, 1917.  |
| New Public Health.  | H. W. Hill.                   | Places community and personal responsibility for control of disease.           | 206              | \$1.25    | Macmillan, 1916.   |
| Health of Teachers. | Thomas D. Wood, M. D.         |  | 24               | Free.     | Teachers' College, 525 West One hundred and twentieth Street, New York City. |

## 7. School Sanitation.

**H**EALTHFUL schools make for healthy children. Healthful schools tend to raise community and home standards. To-day women can demand for schools the same standards for construction, equipment and care as are maintained in our best homes.

School sanitation, however, covers too wide a field for adequate discussion in a single meeting. It is suggested, therefore, that the local schools be visited to determine immediate needs. Changes in construction or equipment often necessitate a campaign of years; minor alterations and changes in care of school buildings can often be secured at little cost of time or money.

The following topics may be suggested both for conditions to be looked for in the schools and as subjects for discussion. As an example of how any one of these topics may be considered, a special section is here given on "Good Housekeeping in the School."

Choice of school site.

Water supply.

School construction.

Classroom equipment.

Lighting—natural and artificial.

Heating and ventilation.

Toilets, lavatories and school baths.

Sanitary towels and drinking devices.

Good housekeeping in the school.

Fire protection.

Open air schools.

The bibliography has been carefully selected from the viewpoint of lay readers who wish authoritative, but condensed discussions of technical subjects.

## 8. Good Housekeeping in the Schools.

A GOOD housewife keeps her house spick and span at all times. If she has electric lights, vacuum cleaners, and other modern devices so much the better, but at all events her house is neat, and clean.

The schoolroom, where many children spend many hours each day, should have the same high standards of cleanliness and the teacher is the housekeeper. She does not have to attend to the dusting, the washing of floors and windows, the heating and lighting, but always she is the overseer of all these details, and as "tenant" of the room she is responsible for good housekeeping in her domain. Her room should be neat and clean, with a minimum of flying dust and chalk, no smudged windows, no cluttered desks.

In a large sense the principal and janitor are joint housekeepers for they are responsible for the heating, ventilating and general hygienic conditions of the building. They must see that the building and grounds are so kept as to avoid all unnecessary fire risk.

The following are topics for round-table discussion:

Is the school house externally well kept, the grounds clean and safe?

Is the building well lighted? Are the windows clean; how often washed?

Is the building well heated and ventilated?

Is the air in the room fresh; how often is the room aired?

How are the floors cleaned—with broom, vacuum cleaner, or cleaning fluids?

How is the dusting done—with feather duster, dry or damp cloth?

Are the blackboards washed; are the erasers beaten?

Recipe for an orderly room—a place for everything and everything in its place.

Are there plenty of exits in case of fire?

What is done with waste material—papers, rags, etc.?

Is any combustible material, such as paint, packing material, scenery, etc., stored away in unsafe places? Are ashes placed in a safe place?



**Community House.**

Some rural districts provide community houses where teachers are spared the difficulties of boarding in private homes.

(Courtesy Vacation Association, Inc.)

*Bibliography: School sanitation.*

| Title.   | Author.  | Purpose.   | Number of pages. | Price.    | Publisher.   |
|--|--|--|------------------|-----------|--|
| Healthful Schools.   | Ayers, Williams, and Wood.   | Popular and authoritative discussion of all problems of school sanitation. Excellent bibliography. | 292              | \$1.75    | Houghton Mifflin, 1918.  |
| School Buildings and Equipment.  | Leonard P. Ayers and May Ayers.  | •  | 117              | 25 cents. | Cleveland Foundation.  |
| American School-houses.  | Fletcher B. Dresslar.  |  | 133              | 75 cents. | Supt. of Documents, Washington, D. C. (Gov. Printing Office).          |
| School Hygiene.  | Fletcher B. Dresslar.  | Excellent discussion of all problems of school sanitation.   | 369              | \$1.25    | Macmillan, 1913.   |
| The Building Situation and Medical Inspection.                             | Lewis M. Terman.   | Brief section dealing with seating and blackboard.   | 417              | \$1.65    | Part V of the Denver School Survey Report, Denver, Colo., 1916.        |
| Common Drinking Cups and Roller Towels.                                    | J. W. Kerr and A. A. Moll.   |  | 3                | 5 cents.  | U. S. Public Health Service. Bulletin, No. 57.                         |
| International Y. W. C. A. College, Springfield, Mass. Ventilation Studies. |  | Account of recirculation experiment, with bibliography.  |                  |           | Reprint from the American Physical Educational Review, December, 1913. |
| New York State Commission on Ventilation, College of the City of New York. | See various papers and reports published from time to time by members of the Commission. |  |                  |           |  |
| Open-air Schools.  | S. C. Kingsley and F. B. Dresslar.   |  | 283              | 50 cents. | Supt. of Documents, Washington, D. C. (Gov. Printing Office).          |
| School Hygiene.  | Leo Burgerstein.   | Useful reference book, especially for equipment and lighting.                                      | 188              | \$1.00    | Stokes, 1905.  |
| School Sanitation and Decoration. Chap. 4.                                 | Burrage and Bailey.  | A practical study of health and beauty in their relations to the public school.                    | 184              | \$1.50    | D. C. Heath.   |
| Educational Hygiene. Chap. 20.   | L. W. Rapeer.  | A compilation of chapters by leading specialists on the latest phases of educational hygiene.      | 645              | \$2.50    | Scribner.  |
| Fire Protection for Schools.   | H. W. Foster.  |  | 48               | Free.     | Bureau of Education.   |

## 9. Strategy and Publicity in Community Health Work.

STRATEGY plays an important rôle in any proposal calling for community action. Local considerations determine the practical steps to be taken, but certain methods for awakening public opinion and interesting public officials have become classic through successful use.

## *Publicity.*

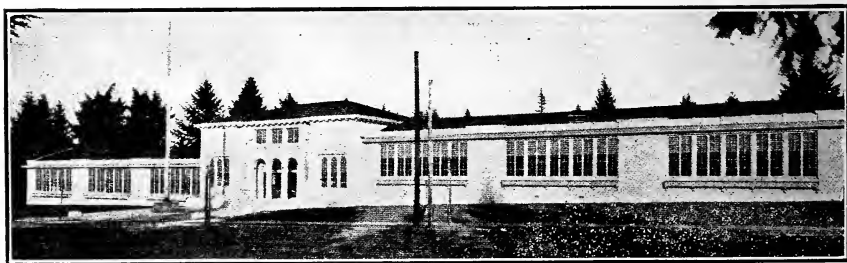
Before approaching community groups or boards of health or education, it is well to have preliminary publicity in newspapers, magazines, etc. It is often necessary to create "news" in order to get a given subject in the papers. "The Demonstration and Its Application," published by the Child Health Organization, gives in detail an elaborate piece of work that was carried out mainly for its publicity value. For example, if you wish to interest a community in providing scales for its public schools, ample publicity can be secured through carrying out a weighing and measuring contest in one or all of the local schools. Public officials and important individuals can assist in this contest in order to provide a legitimate reason for the papers' daily stories.

### *Reaching Public Officials or Other Important Individuals.*

In mapping out any health campaign it pays to spend time and energy to make as careful a plan of attack as that of a military staff before battle. In order to secure the interest of the president of a school board it may be necessary to have the matter presented by the local board of trade. The only approach to the board of trade may be through a prominent business man, or perhaps the board of trade may be reached socially through a luncheon or dinner. But this always should be borne in mind, that the interest of a public official or prominent individual can seldom be secured through the direct appeal of the given work.

LUCY WOOD COLLIER.

*Prepared by the Bureau of Education by the Child Health Organization of America.*



**Where Sanitation Flourishes.**

One-story School, Portland, Oregon.







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